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ABSTRACT

This guide contains forms designed to help adult literacy programs in Manitoba to formulate their development plans for the next year. An introductory section discusses the purpose of the program evaluation that precedes the writing of the development plan. Section I focuses on writing the development plan after completion of all sections of the guide. It identifies the four main groups that should be consulted (program managers, practitioners, learners, and funders) and suggests the use of the following headings to provide a structure for writing out the development plan in a narrative form: funding needs, funding sources, organizing, teaching plan, staff development, support and advice, and specific needs and wants. Section II, the program managers' analysis, includes forms for recording information on organizing the funding. The organizing checklist covers the following items: publicity, type of program, student supports offered, program delivery, kinds of instruction offered, support received, training/staff development, paid instructors, and volunteers. The funding portion consists of a questionnaire concerning the availability/adequacy of heat, lighting, and space and various types of learning and teaching resources and equipment. Sample and blank budgets are attached. Section III is the practitioner analysis, which each tutor and instructor should fill out individually. It requests information regarding literacy needs and/or levels (initial assessment of students and materials), teaching activities used, lesson planning, and recordkeeping. Section IV is the learner analysis to be done orally with learners by someone other than the instructor. The evaluation covers time available, space, barriers to attending, and learning activities, including reading, writing and spelling, and curriculum. (YLB)

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MANITOBA ADULT LITERACY PROGRAMMING

GOOD PRACTICE GUIDE

1991-1992

Return your evaluation to:

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THE PURPOSE OF PROGRAM EVALUATION:

THE DEVELOPMENT PLAN

The forms attached should help programs formulate a **DEVELOPMENT PLAN** for the next year. By using the forms to reflect on what learning opportunities were offered or not offered, the program can better understand what changes might be undertaken. The evaluation process should allow all those interested in the program to have a say in whether it met their expectations and how improvements might be made in delivery of educational programming to both the current and prospective learners of the community.

The **DEVELOPMENT PLAN** should also take into account how the community interacts with the program, how it perceives the program and what ways the community could/should be further involved in the program. The **DEVELOPMENT PLAN** does not have to be written by only one person, but whoever writes it should do so in consultation with all the groups (Program Managers, The Learners, The Practitioners, The Funders).

Programs should share the **DEVELOPMENT PLAN** with Literacy Working Group, tutors and teachers and learners. Ideally, all those who participated in the evaluation process should get copies of the **DEVELOPMENT PLAN** before it is sent to the Literacy Office. We know this is not always possible, but programs should make sure that both learners and teachers understand the impact of their input to the **DEVELOPMENT PLAN**. In this way, all those who were asked to participate in the evaluation process can see the final results.

The **DEVELOPMENT PLAN** is the means by which all those affected by the program can evaluate and make suggestions about appropriate changes in the program. It is also a way for those involved in programs to celebrate what they do well.

The Manitoba Literacy Office depends on the **DEVELOPMENT PLAN** for information about the program. Without this information, proposals for funding, expansion of programming, and standards of good practice cannot be implemented.

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SECTION I: WRITING THE DEVELOPMENT PLAN

SECTION I: WRITING THE DEVELOPMENT PLAN

The evaluation process is not a formal event but rather a series of informal consultations between those groups affected by the literacy provision. The four main groups which should be consulted are:

The Program Managers (This includes the Literacy Working Group or Committee, relevant community organizations or agencies etc.)

The Practitioners (This includes teachers, instructors, tutors, program volunteers, etc.)

The Learners

The Funders (This includes representatives of the Literacy Office, other governmental departments, etc.)

When all the sections of the Good Practice Guide are completed, you should be in a better position to estimate the needs of the program and set reasonable goals for the coming year.

Your Development Plan should be written out in a narrative form. Charts or diagrams can be used if these are helpful.

The following headings provide a structure for thinking through your needs and priorities for the coming year. Obviously these plans are not fixed and can be amended as the community or learning situation changes.

1.1 Funding Needs

How we made the most of our current funding? If we had extra funding how would we use it? What continuing unmet needs do we have in reference to: Organizing, Teaching Activities and Teacher Materials, Teacher Salaries

1.2 Funding Sources

Do you receive a grant from the province which may not be sufficient for your program needs? Do you receive any additional funding from other sources? Have you explored other alternatives for funding?

1.3 Organizing

As a Literacy Program you may have been involved in publicity activities, recruitment of learners and volunteers, development of tutoring or literacy classes. How successful were these?

What new initiatives are you planning to make in the coming year? What are some different ways you could use community volunteers in your program?

1.4 Teaching Plan

The instructor should offer new approaches, activities, materials, to be tried in the coming year.

What student needs have been unmet? How do you plan to meet these in the coming year?

1.5 Staff Development

What are some of the problems that paid staff and volunteers express in relation to training? What unmet training needs do you feel your staff have? What ways of over-coming these problems do you think you might try?

1.6 Support and Advice

What kind of support(s) do you want or need? How do you plan to get support? Who will you seek support from?

1.7 Specific Needs and Wants

Each program has specific needs and problems. In this section you should discuss these and some solutions you might try to deal with these needs.

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SECTION II: PROGRAM MANAGERS ANALYSIS

ORGANIZING AND FUNDING THE PROGRAM

SECTION II: PROGRAM MANAGERS ANALYSIS

This section includes a checklist for the Program Managers to fill out. This section includes information about organizing and funding.

The program managers include: the Literacy Working Group or Board that guides the program, volunteers working in recruitment and publicity, literacy coordinators or outreach workers, the Adult Literacy Coordinator responsible for your region. The evaluation may be completed by program managers as a group or individually whichever method communities would prefer.

The program managers should be consulted about their role in organizing the program and their specific roles in relation to recruitment, publicity and funding.

Please indicate the names of the people who participated in completing this section:

_____

_____

_____

_____

_____

_____

_____

ORGANIZING THE PROGRAM

Publicity: the following activities have been undertaken to either recruit students to the program or to raise literacy awareness in the community.

What community contacts have you made?

How have you contacted them?

What publicity events have you run in the past year?

What recruitment initiatives have you undertaken?

Does your program have a visible sign so that the public knows the program exists? Why or why not?

What Kind of Program Do You Run?

When are classes or teaching times are offered:

How many sessions do you offer per week?

hours per session _____

____ one-to-one tutoring by appointment

What Kind of Student Supports Do You Offer?

____ babysitting provided ____ transportation offered

____ other information: _____

How Do You Deliver the Program?

____ students are taught in groups

____ one-to-one instruction offered

____ home instruction offered

____ volunteers used (indicate how)

_____

_____

What Kinds of Instruction Do You Offer?

[Please check the instructional levels available to learners]

____ beginning reading and writing levels

____ individualized spelling

____ developmental writing

____ other

____ upgrading (indicate approximate levels)

Are you using a set curriculum ? Indicate what:

_____

____ GED

____ oral skills (speaking in groups, etc.)

What other kinds of programming do you offer?

_____

_____

How Much Support Does the Program Receive?

You may have received either moral support, local training initiatives, or other kinds of back-up from different sources. These might be the Literacy Office, other community groups or agencies, other literacy programs or practitioners, etc. What kinds of activities have you organized locally in the past year? (e.g. meetings, awareness raising, open evenings, graduation, etc.) What kind of support did you receive from the community, learners, volunteers, the Literacy Office?

_____

_____

_____

Who provided you with support and in what way did this help you/hinder you?

_____

_____

_____

Training/Staff Development

It is up to the Literacy Working Group to ensure that all instructional staff (volunteer or paid) have opportunities for staff development. As well, the Literacy Working Group may need Board development.

Indicate what training opportunities your Literacy Working Group have had the chance to be involved in.

_____

_____

Paid Instructors or Teachers

[Please indicate who provided the training where appropriate.]

initial training (indicate how many hours) _____

_____

follow-up training or professional development

supervision of work (who/when/how indicate how this was done)

_____

_____

problems about training; e.g. offered at inconvenient, times, funds not available to attend, etc.

_____

_____

Volunteers

initial training offered (Indicate who does training, how long, etc.)

_____

_____

What other training did volunteers take?

_____

_____

_____

What kind of supervision do you offer volunteers?

____ regular meetings ____ observe them teaching

____ provide teaching materials and ideas

How else, besides tutoring, have you used volunteers in your program?

_____

_____

FUNDING THE PROGRAM

Please use the back of this sheet if you need more space

In this section the Program Managers should reflect on the availability of appropriate hardware (e.g. furniture, teaching space, desks for students, storage space, etc.)

1) Do you feel the program has adequate heat, lighting, space? What improvements should there be to any of these?

_____

_____

_____

2) What comments do you have about the appropriateness of the teaching space? Do you have to share it with others? Is it big enough for the number of students who attend the program? Do you have a place to store materials or student's work if others use the space? [Please comment on problems you may have.]

_____

_____

_____

3) Do students feel comfortable in the space? Are there appropriate writing tables, desks, etc. [Please comment on any other problems about furniture, etc.]

_____

_____

_____

4) What kind of teaching/learning resources do you have? Are these adequate for the program? How does the lack of any of them inhibit learners in the program?

_____

_____

_____

_____

Students and teachers have the use of:

____ computers

____ TV/video

____ audio-cassettes

____ other: _____

_____

_____

____ blackboard

____ overhead projector

____ typewriters

Please find attached a sample budget as well as a blank budget form. Please submit a completed budget form for your program with the Good Practice Guide. The blank form can be used by those programs which do not have a standard budget reporting mechanism.

BUDGET REPORT			
	RECEIVED	**EXPECTED**	**TOTAL**
REVENUES			
1990/91 Balance	$ 2,000	$ 0	$ 2,000
Literacy Office 91/92	8,525	8,525	17,050
Other (National Literacy Sec)	1,000	1,000	2,000
TOTAL REVENUE	$ 11,525	$ 9,525	$ 21,050
	TO DATE	**EXPECTED**	**TOTAL**
EXPENSES			
Teachers' Salaries - no. hours per week: _____ - hourly rate: _____	$ 4,000	$ 6,000	$ 10,000
Other Paid Staff (give job title): _____	500	500	1,000
Materials:			
Books	1,500	500	2,000
Supplies	500	0	500
Photocopying	250	250	500
Student Support:			
Transportation	750	750	1,500
Babysitting	300	400	700
Professional Development: (conferences/meetings)	350	300	650
Learners' Conference	0	500	500
Publicity and Outreach	300	200	500
Meeting Costs	100	200	300
Rent (if applicable)	800	1,200	2,000
Utilities (heat/electricity)	0	0	0
Secretarial Support	400	500	900
Other (be specific): _____	0	0	0
TOTAL EXPENSES	$ 9,750	$ 11,300	$ 21,050

BUDGET REPORT			
	RECEIVED	**EXPECTED**	**TOTAL**
REVENUES			
1991/92 Balance	$	$	$
Literacy Office 91/92			
Other (National Literacy Sec)			
TOTAL REVENUE	$	$	$
	TO DATE	**EXPECTED**	**TOTAL**
EXPENSES			
Teachers' Salaries - no. hours per week: _____ - hourly rate: _____	$	$	$
Other Paid Staff (give job title): _____			
Materials: Books Supplies Photocopying			
Student Support: Transportation Babysitting			
Professional Development: (conferences/meetings) Learners' Conference			
Publicity and Outreach Meeting Costs Rent (if applicable) Utilities (heat/electricity) Secretarial Support Other (be specific): _____			
TOTAL EXPENSES	$	$	$

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SECTION III: PRACTITIONER'S ANALYSIS

SECTION III: PRACTITIONER ANALYSIS

Tutors, teachers and instructors should be consulted to fill out this section. Each person should be asked to fill out one individually. The Literacy Working Group can then use this section to provide appropriate information about teaching practices, program expansion, etc.

Literacy Needs and/or Levels

This section is to consider how you decide what materials to use with students and what guides you in directing students to certain learning experiences.

1. Initial Assessment of Students

Do you have an intake form for each student?
[Please attach a copy of the form]

What kind of initial assessment do you do with new students?

_____

_____

Are you familiar with the **Initial Assessment Pack** produced by the Manitoba Literacy Office? If so, have you found it useful? How?

What kind of assessment do you do with students who are returning for another year?

Are you satisfied with your initial assessment procedure? What additional information/training do you think you need to make it more satisfactory?

2. Materials

The following section is devoted to an analysis of the kinds of materials you are currently using. You may or may not be using the varieties suggested. If you are using different ones, please indicate in the space provided, specifically what materials you use.

2.1 Variety of Materials

Please indicate if you regularly use the following:

____ student writing (produced in your program from language experience stories)

____ student writing produced in other programs

____ newspaper articles ____ magazines

____ classroom books ____ library books ____ loaned books

____ teacher written materials

____ reading series or kits (e.g. SRA, etc.)

____ workbooks ____ phonics sheets

What other materials do you use?

_____

_____

_____

_____

2.2 Problems with Materials

Many teachers have problems because materials are unavailable or inappropriate for the particular needs of their student populations. The following is to help you focus on the areas of needs:

i. Appropriate materials are not available due to:

____ specific language needs of students
____ range of student needs too great (e.g. beginners to advanced)

____ distance of transporting materials makes availability impossible
____ no libraries or community resources available

____ other reasons:

_____

_____

ii. Budget Problems

Are you aware of the budget restraints of your program?

Is your input sought when materials budgets are set?

Budget not available for:

____ basic writing materials (pens, papers, eraser, chalk)
____ books, reading material
____ workbooks, newspapers, other print

____ other: _____

2.3 Content of Material

Many adult literacy workers are unaware of the variety of adult literacy materials which are currently available. They may resort to using elementary school textbooks, primers, or phonics workbooks that are not only childish but inappropriate for how adults learn. At the same time, many adult literacy workers cannot get access to adult interest materials. We need to know what problems programs are encountering about materials.

How big is your learner library?
[Approximately how many books at each level?]

Books for Level I & 2 Learners_____

Books for Level 3 Learners _____

Do you use workbooks on a regular basis?

What workbooks do your students use?

In reading_____

In writing_____

In numeracy_____

How do you use newspapers in your teaching?

What materials do you feel would make the best addition to your classroom library?

_____

_____

2.4 Producing New Materials

Please use this space to comment on what kind of materials you would like the Literacy Office to produce in the next year.

_____

_____

3.1 Teaching Activities Used

The following section is to help you focus on what kinds of teaching activities you have used and also to give you some ideas about what you might like to experiment with next year.

I currently use:

<u>Oral Activities</u>

____ group discussion about topics of interest:

____ to develop oral skills in the learners
____ to prepare for reading selections
____ to develop pre-writing skills

____ one-to-one discussions with individual students on a variety of topics

____ public speaking/oral talks, etc. by students

____ drama activities

What other activities do you do to promote oracy in your learners?

Reading Activities

____ oral reading by student to teacher/volunteer

____ silent reading by all students

____ oral reading in a group:

____ by students taking turns
____ by teacher in order to offer a model of reading
____ by more able students who like to read out loud

____ students select their own reading material

____ we use a set reading curriculum (e.g. Laubach)

____ students are offered a range of reading materials that includes [please check those you have used]:

fiction, non-fiction, newspapers, magazines, poetry, drama, advertising, etc.

Other reading activities I regularly plan with my learners:

_____

_____

Writing Activities

____ My students regularly write on a wide variety of topics.

____ I regularly model writing for students and write with them.

____ Students are encouraged to write: [Please indicate which kinds of writing you have used in the past year.]

_____

_____

_____

____ journal writing
____ poetry
____ language experience stories
____ letters: personal and/or business
____ plays, skits, dialogues
____ essays, compositions, opinion papers
____ research papers and reports
____ filling in forms, applications, etc.

____ students get skills practice by:

____ guided workbook activities
____ assigned skill practice devised by teacher

____ spelling practice is taught through:

____ teacher assigned words
____ spelling workbooks
____ words selected form student's writing or personal needs

Other spelling and writing activities I have done are:

_____

_____

_____

Math Activities

What math activities have you taught in the past year?

____ basic operations (adding, subtracting, multiplying, dividing)

____ word problems/practical applications

____ fractions/decimals ____ ratios and proportions

____ metric ____ money and/or banking

____ algebra

What math series, workbooks, or curriculum (if any) are you using?

_____

_____

What other math activities do students regularly do? (e.g. games, puzzles, etc.) [Please be specific.]

_____

_____

_____

_____

3.2 Language Activities

The following language activities might be used to develop literacy attitudes and skills. Some of them may demandfurther training and you might also indicate which areas you would like to know further about:

General Language Development

I often do the following with students:

____ dictionary skills

____ vocabulary development

____ structures of English (grammar, sentence structure, etc.)

____ formal vs. informal language usage

____ development of writing skills and styles

____ other: _____

_____

____ I do these activities only with more advanced students.

Language Awareness Development

I encourage students to undertake the following:

____ study of the history of English

____ study of varieties of spoken English

____ comparison of varieties to Standard English

____ study of learners' language histories

____ I need further information on the above: (Please be specific on the areas you need information about.)

_____

_____

_____

3.3 Learning Activities

Often learners remember being told to do something but no one ever showed them how or explained the reasons for why or how to learn something. Please indicate if you feel you would like further training in any of these areas.

_____

_____

_____

Do you discuss the following with each student?

____ what is reading?

____ what is spelling?

____ memorizing and learning

____ how we learn: methods and strategies

____ practising and its importance in learning

____ learning styles: differences in learning

Do you feel you understand the above topics well enough to discuss them with students? Which ones do you need more training in?

_____

_____

_____

What problems in learning do you feel students have?

____ not enough time in their personal lives to study

____ language confusions or differences

____ irregularity of attendance

____ learning difficulties

____ others: _____

_____

4.0 Planning the Lesson

Quite often tutors and teachers do not have sufficient time to plan their lessons or problems crop up and lesson plans have to be set aside for more immediate needs. The following section should help you analyze this aspect of your work.

____ time is available to plan

____ students help determine curriculum

____ tutors feel they have sufficient ideas to plan

____ records of lesson plans are kept

____ students attend regularly so consistent plan can be made

____ we often can't finish the lesson(s) because my students have so many other personal problems

Describe specific problems with lesson planning:

_____

_____

5.0 Record Keeping

Record keeping is an important part of the process of evaluation. It allows both you and the student to regularly assess goals, targets, and progress. Please indicate what kinds of records you keep.

____ weekly/monthly/_____

____ records of students progress are kept

Files of students' work are kept which students have access to. The files include:

____ examples of work when student first started
____ examples showing progress
____ present work

____ students regularly evaluate their progress

____ tutors and students regularly discuss progress

How do you currently decide what/how to evaluate student progress?

_____

_____

_____

_____

_____

_____

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SECTION IV: LEARNER ANALYSIS

DO NOT FILL OUT THIS FORM WITH YOUR TEACHER OR TUTOR

SECTION IV: LEARNER ANALYSIS

The Learners should be consulted not only about their personal progress in the program but in terms of how the program is organized.

Since the literacy program is delivered to learners we should consult them about how effective they feel the **program** is. They need to be able to make recommendations about the program without worrying about hurting the feelings of the teacher. In addition, they need a confidential setting if they have criticisms about the teacher.

This section should be done orally with either individual learners or groups of learners.

It is recommended that someone other than the practitioner (or instructor) get the Learners to evaluate the program. This could be someone from the Literacy Working Group, a community volunteer, or another learner. If the teacher does the analysis with the learner, the learner is not likely to feel free to be critical of the program.

Who conducted the learner analysis interview?

_____

What learners participated in the Learner Analysis?

_____

_____

_____

_____

_____

Resourcing and Planning

Time Available

Do you feel there are enough class times, tutor hours, etc. available in the program for you to make progress? What recommendations would you like to make?

_____

_____

_____

Space

Do you feel comfortable coming to the program? Do the rooms remind you of 'school' days? Do you feel treated as an adult? Can you give examples?

_____

_____

_____

_____

Barriers to Attending

Are there any supports (eg. babysitting, transportation) which prevent you from attending? Do you know of any potential learners who cannot attend due to these barriers? What other supports do you think the program should have?

_____

_____

_____

_____

Learning

Please indicate what you have been doing in the following areas:

Reading

What books, articles, writing of other students have you read?

Writing and Spelling

Describe how do you learn new words?

Do you write things even though you don't think you can write or spell very well? Why or why not?

Are there things about how you learn that you don't understand? What would you like to know?

Have you learned new ways to memorize words? practice? help others learn? (Give some examples if possible.)

_____

_____

_____

_____

Do you have clear goals about what you want to learn? Do you feel these are realistic?

_____

_____

Curriculum

Are there things you would like to learn but haven't yet? What are they?

_____

_____

_____

_____

Have you been able to do school work at home? What things make it hard for you to do school work at home?

_____

_____

_____

_____

Have you been able to come regularly to classes? What problems in attendance have you had?

_____

_____

_____

Evaluation

What progress do you feel you have made since you've been in the program?

Do you feel your original goals have been met?

Have you made new goals since being in the program? What are they?

How do you know how well you're doing?

Are you satisfied that the teacher demands enough of you as a learner?

Are learners o' the Board or Working Group that directs your program? Would you like to be on the Board?

Do you think students should be consulted about how the program is run? Why or why not?